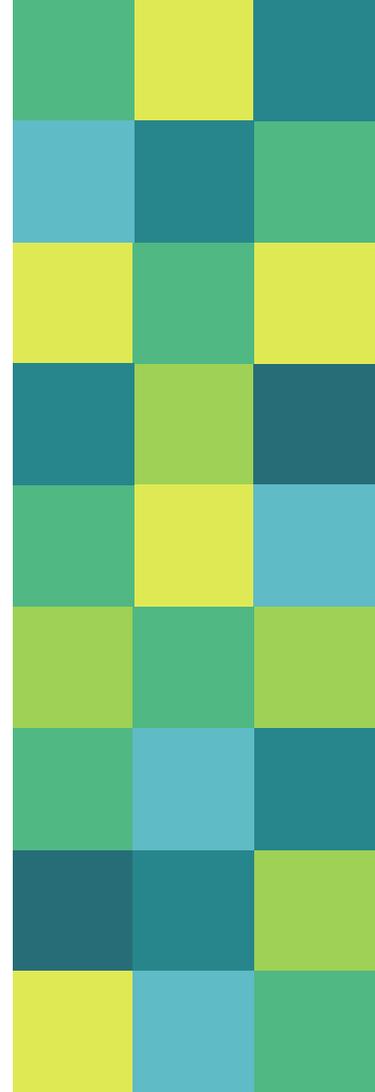


# APUSH Period 5

Contextualization and Key Concept  
Review

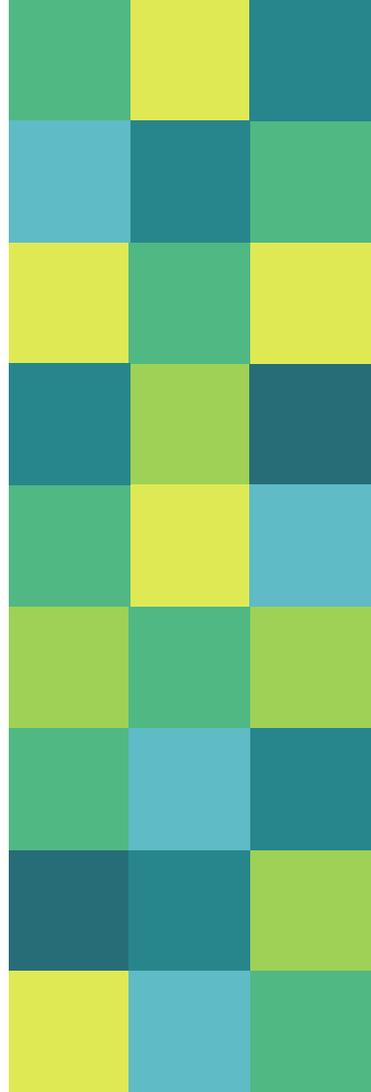


## Period 5: 1848-1877



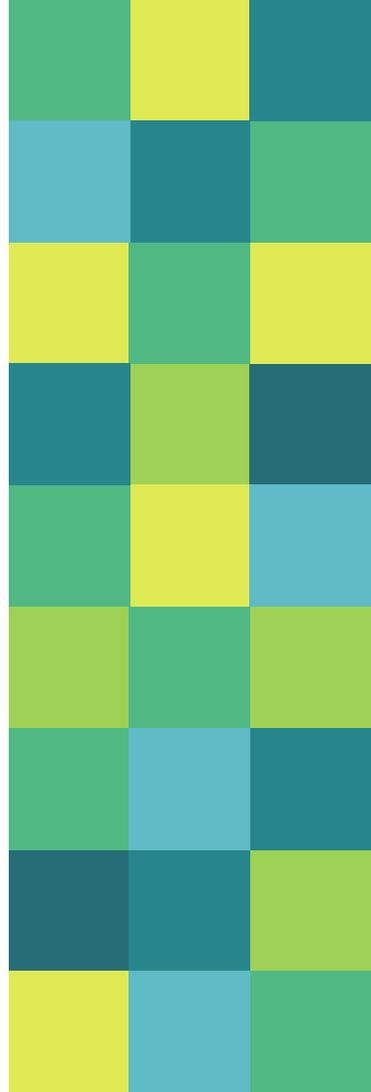
# Contextualizing Period 5

- Expansion and Manifest Destiny
  - Louisiana Purchase- 1803- doubled the size of the nation, access to the Mississippi River
    - Led to the Missouri Compromise- Missouri= slave, Maine= free, 36' 30, Henry Clay
  - War of 1812- War Hawks wanted Canada and Native American lands
  - Texas
    - American settlers, war for independence, independent nation, annexation 1845
  - Mexican-American War 1846-1848
    - Polk's campaign promise to achieve Manifest Destiny, border dispute with Mexico
    - Treaty of Guadalupe Hidalgo- gained the southwest United States including California
- Politics
  - Jeffersonian Age- Democratic-Republicans
  - Era of Good Feelings- ended with the Corrupt Bargain and the election of 1824
  - Jacksonian Age- Jackson- Democrats, Clay- Whigs (see next slide)
- Social
  - Second Great Awakening
  - Reforms- abolition, temperance, education, women's rights, prison/mental health
  - Old Immigration- Northern and Western Europe, mainly Irish and Germans, nativism
- Economic- Market Revolution
  - American System- Clay: Protective Tariff, Bank, Internal Improvements
  - Transportation Revolution- Roads, Canals, Steamboats, Railroads
  - New inventions- telegraph; Interchangeable Parts
  - Known as First Industrial Revolution



## Second Party System

DEMOCRATS	WHIGS
Advocated weak government, especially federal government	Advocated strong government, especially federal government
Opposed government action in general.  Opposed government spending.  Opposed tariffs	Government should actively promote economic and social goals.  Favored government spending, especially on transportation  Supported tariff
Skeptical about morals legislation, e.g., banning alcohol and Sunday work	Tended to favor morals legislation, e.g. alcohol and Sunday work
<b>Supported by:</b>  Those threatened by the market economy, e.g., semi subsistence farmers  Many Southerners and Southern descendants in Northern states.  City workers.  Catholic immigrants from Ireland and Germany	<b>Supported by:</b>  Those benefiting from the market economy  New Englanders and their descendants.  Other Northern-stock Protestants.
<b>After 1854 continued in:</b>  Democrats	<b>After 1854 continued in:</b>  Republicans
<b>Political tradition in:</b> Missouri	<b>Political tradition in:</b> Kansas



# Period 5 Key Concepts

## Key Concept 5.1

**The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.**

- Expansion- Manifest Destiny
  - Texas
  - Oregon (via Oregon Trail)
  - California Gold Rush
  - Mormons to Utah
  - Conflicts
    - 54' 40 or Fight- goal to get entire Oregon Territory from Britain during Polk's presidency
    - Mexican American War- Polk's promise to achieve Manifest Destiny, seen as a war to expand the power of slave states
      - Gained American Southwest
      - Gold Rush (49ers)
      - Led to Compromise of 1850- California=free, Popular Sovereignty in Utah and NM territories, Fugitive Slave Act, Abolition of slave trade in Washington DC
  - Government support of expansion
    - Homestead Act- free/cheap land along rail lines in midwest
    - Pacific Railway Act- transcontinental railroad
- Expansion of trade
  - Asia- Commodore Perry to Japan, trade in Hawaii
  - Purchase of Alaska

# Timeline of events leading to the Mexican-American War

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- ❑ 1821 -- Newly independent Mexico grants slaveholding U.S. settlers land in Texas. Early settlers agree to take Mexican citizenship, convert to Catholicism, and speak Spanish; but some later settlers do not.
  - ❑ 1829-30 -- Mexico stops settlement of Texas by Americans and bans slavery
  - ❑ 1835-36 -- Settlers rebel against Mexican rule and declare independence. Mexico does not recognize Texas independence or a boundary at the Río Grande.
  - ❑ 1836-45 -- Texas as an independent nation is recognized by the United States, Britain, France, and the Netherlands, but not Mexico.
  - ❑ July 1845 -- Texans vote to join the United States.
  - ❑ December 1845 -- Texas is annexed by the United States and becomes the twenty-eighth state.
  - ❑ January 1846 -- U.S. troops occupy territory on the north bank of the Río Grande.
  - ❑ April 1846 -- Mexican cavalry troops cross the Río Grande and skirmish with American forces.
  - ❑ May 1846 -- War begins between Mexico and the United States.
-

### **Key Concept 5.1**

**The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.**

- Immigration
  - Irish and German Catholics
    - Large part of workforce
    - Faced Nativism- anti-Catholic bias, Know-Nothing Party
  - Chinese
    - Worked in goldmines and on railroads, also faced nativism
- Native Americans
  - Buffalo (bison) nearly extinct due to westward migration
  - Many conflicts with Native Americans- Sand Creek Massacre

### **Key Concept 5.2:**

**Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.**

- Free Soil Movement
  - Were not opposed to slavery on moral grounds, feared slaves as competition in the workforce
  - Wanted to stop the expansion of slavery to the territories
- Abolitionists were a small movement that grew over time---used moral arguments against slavery
  - Grew as a result of the Fugitive Slave Act, Uncle Tom's Cabin (Harriet Beecher Stowe), Underground Railroad, John Brown (Bleeding Kansas and the Raid on Harpers Ferry)
- Pro-Slavery
  - "Defenders of slavery based their arguments on racial doctrines, the view that slavery was a positive social good, and the belief that slavery and states' rights were protected by the Constitution."
    - Arguments: Slavery was better than northern factory work, slaves were learning Christianity, right to property, states rights----culmination with Dred Scott v. Sandford- slaves=property, blacks not citizens, Missouri Compromise unconstitutional

## **Key Concept 5.2:**

**Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.**

- Attempts to resolve the slave issue
  - Wilmot Proviso- proposal to ban slavery in lands gained from Mexico (didn't happen)
  - Compromise of 1850
  - Gadsden Purchase- to complete a transcontinental railroad
  - Ostend Manifesto- to gain Cuba
  - Kansas-Nebraska Act- Popular Sovereignty (1854)
    - Violated the Missouri Compromise of 1820
    - Led to Bleeding Kansas
    - Brooks/Sumner Incident
    - End of the Whig Party- creation of the Republican Party
  - Dred Scott Decision
- Election of 1860
  - Republican- Lincoln- initially a free soiler, goal- keep the nation together, became known via the Lincoln-Douglas Debates
  - Democrats- split into Northern and Southern factions
    - North- Stephen Douglas- lost southern support due to the Freeport Doctrine- said that local laws could override Dred Scott decision
    - South- Breckenridge- full support of Dred Scott decision
  - Results
    - Lincoln won and many southern states seceded
    - Crittenden Compromise- proposal to safeguard slavery in the constitution, Lincoln declined
    - Start of the Civil War

### **Key Concept 5.3:**

**The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.**

- Confederate States of America- formed a weak confederate style government which proved ineffective in organizing
  - Blockade prevented trade with Europe, lack of manufacturing, government printed money to finance war which led to inflation
  - Military- won more battles, could not maintain against the power of the North
  - Justification- fighting for independence like colonists did in 1776
- United States of America
  - Full war mobilization- particularly in factories- solid system of banking and taxes/tariffs to finance war
  - Draft (but people could pay substitutes to go in their place), led to draft riots in major cities, fueled by immigrants
  - Suspension of the Writs of Habeas Corpus- war time measure, found unconstitutional, Lincoln used executive war powers to justify
  - Military victory- constant search for generals, found “the one” with Grant, war of attrition
  - Justification for war-
    - Initially goal was to bring back states in rebellion
    - Emancipation Proclamation- (1863) changed the purpose of the war to be about ending slavery
      - Slaves would be freed in Confederate held territory- initially few slaves were freed
      - Border states could retain their slaves
      - Allowed African Americans to enlist in Union army
      - Prevented Britain from assisting the South
  - Uniting the nation
    - Gettysburg Address- preserving freedom for ALL Americans, living up to the Declaration of Independence
    - Second Inaugural Address- “with malice towards none and charity for all”
    - Plans for Reconstruction- Lenient treatment for South

### **Key Concept 5.3:**

**The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.**

- Reconstruction
  - 3 Plans- Lincoln and Johnson (lenient), Radical Republicans (harsh treatment of the South)
  - Amendments
    - 13th- ended slavery- why needed? Emancipation Proclamation was an executive order created as a war measure only
      - Connections- prisons and unpaid labor
    - 14th- citizenship- why needed? Dred Scott decision, long-term impacts- EVERYONE born in the US is a citizen regardless of race.
      - Connections- Legal protections for LGBTQ citizens
    - 15th- voting- why needed? Democracy, long-term impacts- creation of poll tax, grandfather clauses, and literacy tests
      - Women's rights movement split- some who supported 15th Amendment and those who believed women should be included (or get suffrage before African Americans)
      - Connections- 24th Amendment ending the Poll Tax and the Voting Rights Act of 1965, currently these laws are being rolled back in places throughout the nation
  - Conflict between Andrew Johnson and Radical Republicans
    - Johnson allowed Black codes to be enacted in the South, vetoed Radical Republican Legislation
    - Radical Republicans impeached Johnson, 1868 elected Grant
      - Freedmen's Bureau, Force Acts, Civil Rights Acts
      - African Americans were elected into local, state, and national governments
  - South
    - KKK, sharecropping, prison labor
  - Compromise of 1877- Election of Hayes v. Tilden
    - Hayes would "win" if he agreed to end Reconstruction
    - Troops pulled out of the south, Jim Crow Laws (Plessy v. Ferguson), New South, Solid South, Myth of the Lost Cause

## 10 Point Rubric

# Rubric Break!

1. Contextualization
  - a. What was happening in the lead up to the prompt?
2. Thesis
  - a. What are you proving in your essay?
3. Summarizing 2 documents
  - a. What are the documents talking about?
4. Analyzing 2 documents
  - a. Relate them back to your thesis
5. Analyzing 2 more documents
  - a. For a total of 4 documents
  - b. Difficult to get this point- maybe don't attempt
6. HIPing 1 document
  - a. Be sure to APE your HIPP
7. HIPing 1 more document
  - a. For a total of 2 HIPPs
8. Outside Info- 1 piece
  - a. Something not mentioned in the documents
9. Outside Info- 1 more piece
  - a. For a total of 2 pieces of outside info
10. Complexity (aka Unicorn)
  - a. Get by doing one of the following:
    - i. Cause/Effect, Compare/Contrast, Continuity and Change Over Time (CCOT)

## Outlining the Essay

### Introduction

- a. Contextualization
- b. Thesis

### 2. Body Paragraph

#### a. 1-2 Documents

- i. Choose documents that you know and can thoroughly understand
- ii. You will attempt to: describe each document, HIP it, and link it to the prompt (analysis)

### 3. Body Paragraph

#### a. 1-2 Documents

- i. This might be where you give another reason to address your prompt (ex- here's another reason why the colonists wanted independence) OR this might be where you give a counterpoint (not everyone wanted independence)

### 4. Conclusion

- a. Restate thesis
- b. Attempt Unicorn

Focusing on 2-3 docs, with a solid intro, and some outside info can get you a bunch of points!

Try to include at least 3 pieces of outside info in body paragraphs

\*My suggestion- focus on 2-3 documents that you can REALLY explain thoroughly. Forget about the Unicorn.